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## Journals of Interest - Mathematics and Science Education

May 2017

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## **Educational Researcher**

[Volume 46, Issue 3](#)

### **“When” Students Miss School : The Role of Timing of Absenteeism on Students’ Test Performance**

Michael A. Gottfried, J. Jacob Kirksey.

### **Unpacking Assumptions in Research Synthesis: A Critical Construct Synthesis Approach**

Jennifer R. Wolgemuth, Tyler Hicks, Vonzell Agosto.

### **Importance of Grades and Placement for Math Attainment**

Will Tyson, Josipa Roksa.

### **University- Partnered New School Designs : Fertile Ground for Research-Practice Partnerships**

Karen Hunter Quartz, Rhona S. Weinstein, Gail Kaufman, Harold Levine, Hugh Mehan, Mica Pollock, Jody Z. Priselac, Frank C. Worrell.

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## **Educational Studies in Mathematics**

[Volume 95, Issue 2, Pages 123-227](#)

### **Values and norms of proof for mathematicians and students**

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Paul Christian Dawkins, Keith Weber.

### **Understanding gaps in research networks: using “spatial reasoning” as a window into the importance of networked educational research**

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Catherine D. Bruce, Brent Davis, Nathalie Sinclair, Lynn McGarvey, David Hallowell, Michelle Drefs, Krista Francis, Zachary Hawes, Joan Moss, Joanne Mulligan, Yukari Okamoto, Walter Whiteley, Geoff Woolcott.

### **Measuring STEM students’ mathematical identities**

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### **A progression in first-grade children’s thinking about variable and variable notation in functional relationships**

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### **Contradictions, dialectical oppositions and shifts in teaching mathematics**

Pages 203-217

Konstantinos Stouraitis, Despina Potari, Jeppe Skott.

### **Book Review: How research fields change-the documentation of a process. Anjum Halai and Philip Clarkson (Eds.)(2016)**

*Teaching and learning mathematics in multilingual classrooms*

Pages 219-227

Tamsin Meaney, Toril Eskeland Rangnes.

## Journal of Research in Science Teaching

[Volume 54, Issue 5](#)

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### **Call for papers: *Journal of Research in Science Teaching*- Special Issue: A critical examination of the Next Generation Science Standards**

Troy D. Sadler, David E. Brown.

### **Hope and anxiety in physics class: Exploring their motivational antecedents and influence on metacognition and performance**

Antonio González, María- Victoria Carrera Fernández, Paola -Verónica Paoloni.

### **The impact of physics teachers' pedagogical content knowledge and motivation on students' achievement and interest**

Melanie M. Keller, Knut Neumann, Hans E. Fischer.

### **Bridging inquiry-based science and constructionism: Exploring the alignment between students tinkering with code of computational models and goals of inquiry**

Aditi Wagh, Kate Cook-Whitt, Uri Wilensky.

### **Understanding patterns of evolution acceptance- A new implementation of the Measure of Acceptance of the Theory of Evolution (MATE) with Midwestern university students**

William L. Romine, Emily M. Walter, Ephiram Bosse, Amber N. Todd.

### **What is (or should be) scientific evidence use in k-12 classrooms?**

Katherine L. McNeill, Leema Berland.

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## **International Journal of Science Education**

**[Volume 39, Issue 5](#)**

### **Hong Kong secondary school students' attitudes towards science: a study of structural models and gender differences**

Zhi Hong Wan, John Chi Kin Lee.

### **'Does it answer the questions or is it French fries?': an exploration of language supports for scientific argumentation**

María González-Howard, Katherine L. McNeill, Lisa M. Marco-Bujosa, C. Patrick Proctor.

### **Effects of ethnoscience instruction, school location, and parental educational status on learners' attitude towards science**

Rasheed Adekunle Fasasi.

### **Evaluation of diagnostic tools that tertiary teachers can apply to profile their students' conceptions**

Madeleine Schultz, Gwendolyn A. Lawrie, Chantal H. Bailey, Simon B. Bedford, Tim R. Dargaville, Glennys O'Brien, Roy Tasker, Christopher D. Thompson, Mark Williams, Anthony H. Wright.

### **Teachers' beliefs about improving transfer of algebraic skills from mathematics into physics in senior pre-university education**

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### **The effects of explicit visual cues in reading biological diagrams**

Yun-Ping Ge, Len Unsworth, Kuo-Hua Wang.

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### **Intentions and actions in molecular self-assembly: perspectives on students' language use**

Gunnar E. Höst, Jan Anward.

### **Why school students choose and reject science: a study of the factors that students consider when selecting subjects**

Tracey-Ann Palmer, Paul F. Burke, Peter Aubusson.

### **Integrating the epistemic and ontological aspects of content knowledge in science teaching and learning**

Nicos Papadouris, Constantinos P. Constantinou.

**Rasch analysis for psychometric improvement of science attitude rating scales**

Pey-Tee Oon, Xitao Fan.

**Metacognitive and multimedia support of experiments in inquiry learning for science teacher preparation**

Till Bruckermann, Ellen Aschermann, André Bresges, Kirsten Schlüter.

**Two ways of acquiring environmental knowledge: by encountering living animals at a beehive and by observing bees via digital tools**

Mona L. Schönfelder, Franz X. Bogner.

**A comparative study on student perceptions of their learning outcomes in undergraduate science degree programmes with differing curriculum models**

Kelly E. Matthews, Jennifer Firm, Susanne Schmidt, Karen Whelan.

**Elementary teachers' perceptions about the effective features of explicit-reflective nature of science instruction**

Elif Adibelli- Sahin, Hasan Deniz.

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## Science Education

[Volume 101, Issue 3](#)

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### **Profiles of Transformative Engagement: Identification, Description, and Relation to Learning and Instruction**

Kevin J. Pugh, Cassandra M. Bergstrom, Bryden Spencer.

### **Crossing the Boundaries: Solidarity, Identity, and Mutual Learning in a K-20 Partnership**

Stacy Olitsky.

### **Moving Beyond Pseudoargumentation: Teachers' Enactments of an Educative Science Curriculum Focused on Argumentation.**

Katherine L. McNeill, María González Howard, Rebecca Katsh-Singer, Suzanna Loper.

### **Ambitious Teachers' Design and Use of Classrooms as a Place of Science**

David Stroupe.

### **Epistemic Practices of Engineering for Education**

Christine M. Cunningham, Gregory J. Kelly

### **Reconstructing Reality: Mathematics, Models, and Simulations by Margaret Morrison. Oxford University Press, New York, NY, USA, 2015. 344 pp. ISBN 978-0-199-38027-5**

Julia Gouvea.

### **Conceptual Profiles: A Theory of Teaching and Learning Scientific Concepts, edited by Eduardo F. Mortimer and Charbel N. El-Hani. Springer Publishing, Dordrecht, The Netherlands, 2014. XVII + 330 pp. ISBN 978-90-481-9245-8**

Andrée Tiberghien.

### **The Invention of Science: A New History of Scientific Revolution, by David Wootton. HarperCollins, New York, NY, USA, 2015. xiv + 769 pp. ISBN 978-0-06-175952-9.**

David W. Rudge.

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## Journal of College Science Teaching

[Volume 46, No. 5](#)

### **Adapting a Student-Centered Chemistry Curriculum to a Large-Enrollment Context: Successes and Challenges**

Emily J. Borda, Andrew Boudreaux, Ben Fackler-Adams, Paul Frazey, Sara Julin, Gregory Pennington, Jared Ogle.

### **Student-Designed Experiments: A Pedagogical Design for Introductory Science Labs**

Jeffrey Scott Coker.

### **Group Active Engagement Exercises: Pursuing the Recommendations of Vision and Change in an Introductory Undergraduate Science Course**

Hannah E. Jardine, Daniel M. Levin, B. Booth Quimby, Todd J. Cooke.

### **A Crash Course in Undergraduate Research**

Meghan E. Marrero, Jessica F. Riccio, Marion Ben-Jacob, Anthony Canger, Charles Maliti.

### **Increasing Student Interactions With Learning**

Emily Kaye Faulconer.

### **Research and Teaching: Connecting Science Content and Science Methods for Preservice Elementary School Teachers**

Scott Kirst, Tim Flood.

### **Research and Teaching: Correcting Missed Exam Questions as a Learning Tool in a Physiology Course**

Timothy G. Rozell, Jessica Johnson, Ashley E. Rhodes, Andrea Sexten.

### **Research and Teaching: The Pairing of a Science Communications and a Language Course to Enrich First-Year English Language Learners' Writing and Argumentation Skills**

Ashley J. Welsh, Amber Shaw, Joanne A. Fox.

### **Research and Teaching: Teaching Assistant and Faculty Perceptions of Ongoing, Personalized TA Professional Development: Initial Lessons and Plans for the Future**

Judith S. Ridgway, Isaac Y. Ligocki, Jonathan D. Horn, Erica Szeyller, Caroline A. Breitenberger.



**Point of View: Academic Librarians as STEM Retention Partners**

Erin M. O'Toole.

**Case Study: Guidelines for Producing Videos to Accompany  
Flipped Cases**

Annie Prud'homme-Généreux, Nancy A. Schiller, John H. Wild, Clyde Freeman Herreid.

## **The Journal of Mathematical Behavior**

**[Volume 46 \(In Progress\)](#)**

**Authority and whole-class proving in high school geometry: The case of Ms. Finley**

Samuel Otten, Sarah K. Bleiler-Baxter, Christopher Engledowl.

**The basis step in the construction of the principle of mathematical induction based on APOS theory**

**Isabel García-Martínez, Marcela Parraguez.**

# Journal for Research in Mathematics Education

[Volume 48, No. 3](#)

## **(Editorial) Clarifying the Impact of Educational Research on Learning Opportunities**

Jinfa Cai, Anne Morris, Charles Hohensee, Stephen Hwang, Victoria Robison, James Hiebert.

## **Authority, Identity, and Collaborative Mathematics**

Jennifer M. Langer-Osuna.

## **What We Say and How We Do: Action, Gesture, and Language in Proving**

Caroline (Caro) Williams-Pierce, Elizabeth L. Pier, Candace Walkington, Rebecca Boncoddò, Virginia Clinton, Martha W. Allbali, Mitchell J. Nathan.

## **Lesson Study to Scale Up Research-Based Knowledge: A Randomized, Controlled Trial of Fractions Learning**

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## **Preservice Teachers' Reasoning About Relationships That Are and Are Not Proportional: A Knowledge-in-Pieces Account**

Andrew Izsák, Erik Jacobson.

## **Educational Psychology Review**

[Volume 29, Issue 2](#)

### **Student Learning in Higher Education: Where We Are and Paths Forward**

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### **Do Students Develop Towards More Deep Approaches to Learning During Studies? A Systematic Review on the Development of Students' Deep and Surface Approaches to Learning in Higher Education**

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### **Toward a Dynamic, Multidimensional Research Framework for Strategic Processing**

Daniel L. Dinsmore.

### **A Learning Patterns Perspective on Student Learning in Higher Education: State of the Art and Moving Forward**

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### **Toward an Integrated Model of Student Learning in the College Classroom**

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### **Building Bridges: Seeking Structure and Direction for Higher Education Motivated Learning Strategy Models**

Luke K. Fryer.

### **Issues of Constructs, Contexts, and Continuity: Commentary on Learning in Higher Education**

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### **Student Learning in Higher Education: a Commentary**

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### **Review of Brief School-Based Positive Psychological Interventions: a Taster for Teachers and Educators**

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### **The Expertise Reversal Effect is a Variant of the More General Element Interactivity Effect**

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